

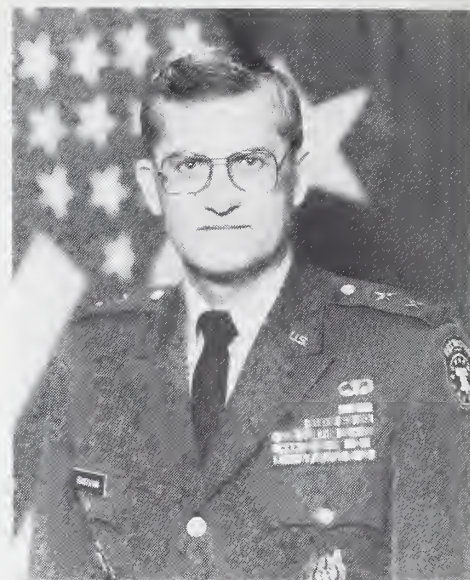
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recruiter
JOURNAL
The Army's recruiting professional magazine since 1919
May 1984



the Tools

Commander's Notes



Recruiting is a science, an art, and a craft. As a science, it requires the application of facts and principles. As an art, it is skill in conducting human activity. As a craft, it is an occupation demanding the coordinated use of various tools.

Common to all of these descriptions of recruiting is the ability to do something well as a result of talent, training, and practice. That is the underlying theme of this issue of the *recruiter JOURNAL*. Each feature article describes the use of specific recruiting tools by recruiters. Only the recruiter can make the tools of his science, art, and craft effective.

In the lead article, Command Sergeant Major J. A. Crapse describes how recruiters in the 4th Recruiting Brigade (Midwest) are becoming masters of the JOIN. Using JOIN to enhance both their own talents and other recruiting tools, they are developing recruiting as a high tech skill.

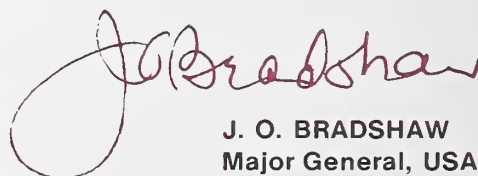
The science of recruiting is explored in an article about selling nurse salaries. Based on studies and analysis of data, it reveals why nurses join the Army and what they expect from their careers

in the Army Nurse Corps. Another article explains the viability of the Hi Grad two-year college market and the relevance of that market to the continued success of our recruiting mission.

Sales promotions and programs to make the Army more visible are described in an article from A&SP emphasizing the art of recruiting.

Other articles describe such tools as recruiter evaluations; exhibits, displays, and aids available through the Recruiter Support Center; special programs including HRAP; the presentation of "Capitol flags," and the manday space program.

You must use every tool . . . every available resource to meet the challenges. Recruiting is tough and may get tougher. "Work smarter, not harder," is important to all of us. Use the tools with the skill you have been taught to Provide the Strength!



J. O. BRADSHAW
Major General, USA
Commanding

'1984 — the Army Family'



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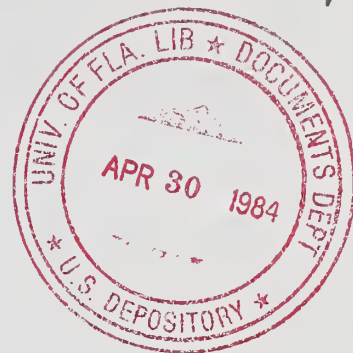
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ABOUT THE COVER:

This month's cover features a recruiter placing the final piece of the recruiting picture in place, the swearing in of a new recruit. The tools are symbolic of recruiters using all the tools available to them to reach their recruiting goals. The cover was designed by USAREC Public Affairs staff members. The back cover, photographed by Spec. 5 Russ Olson of the Fort Leonard Wood Public Affairs Office depicts a combat engineer, MOS 12B, using a metal detection device while searching for land mines.





Day set aside for military spouses

FORT SHERIDAN, ILL. — The Recruiting Command will join the Army and the Defense Department in celebrating National Military Spouse Day on May 23. In a message to the field, Lt. Gen. Robert M. Elton, the Army's Deputy Chief of Staff for Personnel, called Spouse Day, "an outstanding opportunity for us to show public support for Army spouses and to acknowledge their unique sacrifices and dedicated support as members of the Army family."

Capt. Harold W. Campbell, Chief of USAREC's Quality of Life Branch, said, "The Command has long recognized the importance of the soldier's

spouse. We know the significance of making the spouse and other family members part of our recruiting team.

"There are many people involved in our quality of life programs throughout the Command," Campbell added, "but none are more important or influential than those at the company and battalion levels.

Army officials are encouraging local observance of the day with commanders deciding how best to celebrate the event based on their own particular needs.

"Research has shown that a military spouse, who is both understanding and supportive of a soldier's mission, is an asset to the command," Campbell continued. "The Army is aware of this important role and feels this special day is an excellent way to recognize Army spouses around the world."



Secretary of the Army John O. Marsh, Jr., (left), congratulates Lt. Col. Robert L. Stewart, the Army's first astronaut, upon the successful landing of the space shuttle flight Challenger at the Kennedy Space Center earlier this year. Also on hand at Cape Canaveral, Fla., to greet Stewart, the first of two astronauts to walk untethered in space, was Lt. Gen. Arthur E. Brown, Jr., director of the Army Staff in Washington.

Army program helps families

WASHINGTON — Army families can take positive action to help police find and identify their missing children, according to Military Personnel Center officials.

Through the Army's "Consent-to-Print" program, children are fingerprinted, with the parents' permission, by a joint civilian and military police team. Parents are given the fingerprint cards for safe keeping. Officials recommend that a current photograph and description of the child be kept with the card and updated annually.

The child's name and description, once entered in a "missing person file," are available to every law enforcement agency in the country.

The "Consent-to-Print" program was tested at Fort Jackson, S.C., and is in the process of being adopted Army-wide.

Pay machines to be tested

FORT BENJAMIN HARRISON, Ind. — Army operated automated money teller machines will be used to pay a select group of Fort Benjamin Harrison soldiers during a six-month test beginning in June.

About 600 students in advanced individual training at the Soldier Support Center will receive their mid-month and end-of-month pay from the teller machines, according to officials at the Army Finance and Accounting Center.

The project, co-sponsored by the Army and the Department of the Treasury, will involve soldiers who do not have a check-to-financial organization pay option.

Officials explained that rather than replace existing services provided by on-post, civilian financial organizations, the teller machines are keyed to trainees whose short stay at an Army post often discourages them from opening a bank account.

Unlike comparable banking machines, the new teller machines in this Army-Treasury project will use no "personel identification numbers" to control access to the machines.

Instead, the Army version will read handprints, like fingerprints. Hand-characteristics data will be entered on the soldier's plastic access card. That information will be compared to an actual reading of the soldier's hand when placed on a handprint reading device. If the readings match, the soldier can proceed with the transaction, which will take only 35-45 seconds.

The test follows a recommendation by the President's Private Sector Survey on Cost Control (Grace Commission), which stated that the use of the teller machines would save trainees about \$1.5 million per year in cost for money-orders and traveler's checks. They also indicated that the machines would provide security and round-the-clock accessibility of funds.

Coupons save millions

FORT LEE, Va. — Army commissary customers used more than 28 million coupons during fiscal year 1983, saving more than \$9 million in food bills, reported Troop Support Agency officials. The agency encourages customers to use coupons claiming they earn more operating money which helps pay salaries, travel and training expenses for agency employees.

news clips . . .



MORE PROMOTIONS

New guidelines give commanders the option to promote more soldiers to specialist four with 18 or more months time in grade.

Under the new guidelines, commanders who use the monthly specialist four allocation to promote privates first class with at least 18 months in grade may now promote all the privates first class in that unit who fall in the same category. Soldiers may be promoted with or without a waiver.

If the commander uses the allocation to promote a private first class with less than 18 months time in grade, then no additional promotions are authorized according to the guideline.

DISCOUNT RENTALS

Hertz Rental Car Company has announced discount rates for active and retired military and their family members for both official and unofficial travel.

A valid military or dependent identification card is required to receive the discount. Family members need not be traveling with their military sponsors, officials added, but all renters must meet Hertz's standard driver qualifications at time of rental.

NO PHOTOS NEEDED

Enlisted soldiers' official military personnel file no longer include photographs following an April regulation change from the Military Personnel Center.

The change requires that soldiers have two prints of their official photograph forwarded through their local military personnel center. One photo will be used by the branch career management individual file and the other photo by the centralized selection boards.

FURLOUGH AIR FARE

Northwest Airlines has recently matched the military leave or furlough fare programs offered by USAir, Frontier and Empire airlines to family members traveling with their military sponsor in a leave status.

The sole restriction on Northwest's fare is that the family members must be accompanied by the military sponsor holding a green identification card. The sponsor must be on authorized leave or pass and traveling at his own expense. Travel can be either one-way or round trip.

JOIN

*by Command Sgt. Maj. J. A. Crapse
4th Recruiting Brigade (Midwest)*

Any recruiting tool is only as effective as the recruiter using it. Although the JOIN system is a valuable tool, it will never replace recruiters. Only a dedicated and professional recruiter can continually lead prospects from the initial contact to enlistment contract. The human element is still the key to successful Army recruiting.

Members of the 4th Recruiting Brigade have learned that JOIN can be used effectively to enhance their individual sales abilities and broaden their base of contacts. Individual sales presentations are aided by JOIN in a number of ways. Most important, JOIN accurately structures an applicant's expectations about the Army, utilizing a high technology environment and presenting realistic video to portray Army opportunities.

The sales interview is also aided by

JOIN because the video segments stimulate the applicant's thought process. The applicant is able to make a more informed decision to "Be All You Can Be" in the Army.

The appeal of the high technology that surrounds JOIN makes the system an effective demonstration tool. JOIN is particularly adept at portraying Army career advantages to high school counselors, civic groups, and others, utilizing the static display form.

Sgt. 1st Class Don Hermann, commander of the Wausau, Wis., station in the Milwaukee Recruiting Battalion, said that since his recruiters have been using JOIN, they have consistently met or exceeded mission every month. He said JOIN provides "a visual technological advantage over competitors," and he called it a recruiter "confidence builder."

Although neither Hermann nor his recruiters believe that JOIN has changed their recruiting habits — "we still have to prospect and sell" — they all say it is the "single most useful tool we've ever had."

They find the most significant advantage of JOIN to be the ability to accurately present the myriad of Army opportunities available in a forum today's youth is accustomed to. This takes the burden off the individual recruiter to be an Army subject matter expert.

Hermann has a computer background, but he said JOIN is just as easy to use for recruiters with no computer knowledge. "It's user-friendly, easy to operate, uses common language and doesn't press for time," he added. Both seasoned and new recruiters praise JOIN for its ability to assist them in properly structuring their sales presentations.

Because of ease of operation, Wausau recruiters began letting applicants operate the keyboard themselves. "They became warmer toward the computer and what it was telling them," Hermann said. "They were more willing to put

data in and more willing to divulge information when they entered it themselves." Now Wausau recruiters let all applicants operate the keyboard, and they have extended the idea to high school counselors using the portable JOIN. "Their response has been overwhelming," said Hermann.

Because of his computer background, Hermann sees the potential for JOIN to continue to grow as a recruiter sales tool. The ways that JOIN can assist the recruiter are constrained only by the imagination. Hermann awaits future uses of the JOIN system.

Whatever problems the system currently experiences, they have usually been overcome with a sense of humor, Hermann said. On occasion, a warped disk, for example, will make the audio portion sound like a recording of Donald Duck, but that usually gets an automatic laugh from everyone. When the system suffers static lock-out and causes the applicant to retake the test, Wausau recruiters take the opportunity to tell an amusing anecdote to break the tension and keep the applicant interested.

The experience with JOIN has been both rewarding and interesting for recruiters at the Wausau recruiting station. It is, they all agree, the most important single tool they've ever had, and they look forward to its refinements.

The job of a Professional Development NCO is, as the title indicates, to develop the professional techniques and talents of recruiters.

Sgt. 1st Class Joe Hedrick, PDNCO at the Chicago Recruiting Battalion, was asked to describe the ways he felt the job has changed with the advent of JOIN in the field. "I can't say that JOIN has changed my job any," Hedrick said. "The job is the same, and the name of the game is recruiting. But I can say JOIN has solved some training problems, and has proven to be a valuable recruiting sales tool."



Command Sgt. Maj. James A. Crapse and applicant Julie Brown watch Sgt. 1st Class Joseph Chitwood use the JOIN.

JOIN has enhanced all other recruiter tools and talents.

From his perspective as a PDNCO, Hedrick explained how JOIN eased some training problems common to new recruiters. In the first place, "the system never loses a new recruiter," Hedrick said. "The recruiter knows exactly where he is in the presentation and does not have to stumble through any step that is vague in his memory."

New recruiters often have trouble determining the three dominant buying motives of an applicant. JOIN systematically presents the entire SMAAT-TRESS to insure the recruiter probes each possible area to uncover the dominant buying motive. "New recruiters," Hedrick noted, "are often uncomfortable asking for the closing commitment of an applicant to join the Army." JOIN presents a menu of video that helps the recruiter overcome objections encountered in the close.

"There are also fewer problems with follow-up with the use of JOIN," Hedrick said. "Applicants are more agreeable

during the first interview, so the subsequent follow-ups with hard-sell applicants are easier." Also, JOIN assists the recruiters in doing a more thorough prospect prequalification. Hedrick saw this as a significant aid in reducing time spent on collecting prequalification information.


Perhaps the most significant problem solved by JOIN, from Hedrick's point of view, is that new recruiters are provided the opportunity to sell skill clusters, thereby reducing the temptation to sell jobs. Prior to the introduction of JOIN, new recruiters had the temptation to sell individual MOS. The PDNCO now has a viable alternative to offer the new recruiter.

JOIN has proven itself as an effective sales tool for hard-to-sell prospects, Hedrick said. "We needed something to help recruiters deliver a sales message to prospects that was professional and convincing. JOIN gives us that." It assists recruiters with the I-III market because it is high technology,

and "creates a positive image in people's minds, than the Willie and Joe in the foxhole image."

JOIN's ability to make a visual presentation is important too. "A picture is worth a thousand words" Hedrick said. "We're not selling a tangible product, and the video segments make what we say real — a real show-and-tell about the ups and downs of Army life."

Later on, if an applicant suffers "buyer's remorse," the recruiter can restructure the sales interview, highlighting and re-emphasizing major selling points for hesitant DEPs, making them feel good about their individual choice.

Hedrick expressed the feeling of many recruiters when asked if he thought JOIN revolutionized recruiting. "Revolutionize is too strong a word," he said. "JOIN has enhanced all other recruiting talents and tools. It is an aid and a valuable asset to getting the job done, and the job is recruiting." 

Nurse salaries

*by Col. Clara L. Adams-Ender
and Lt. Col. Gus N. Alexander
USAREC Army Nurse Corps Division*

One of the challenges in nurse recruiting is to discover new and different ways of attracting prospects — especially from the student nursing market. Nurse recruiting personnel must be aware of key selling points in the nurse market and they must be able to present these points to prospective applicants.

One selling point is salaries of professional nurses. What approaches to selling salaries to civilian nurses are most likely to be successful? When is the best time to enter into salary discussions? What do recruiters need to know about the nursing market to discuss salaries satisfactorily?

The answers to these and similar questions may well determine the success of nurse recruiting, and the answers lie in a thorough knowledge of nurses' reasons for joining the Army Nurse Corps.

The main reason for nurses' dissatisfaction in employment and their rationale for joining the Army Nurse Corps (ANC) have been studied extensively. Salary is neither a primary reason for dissatisfaction nor a primary rationale for joining the ANC. Recruiters who are aware of this will be cautious when discussing salaries and will emphasize those Army opportunities which a number of studies have identified as the main selling points for nurses.

One such study questioned over 19,000 nurses about their reasons for dissatisfaction with their current employment. Fifty-six percent of the nurses questioned cited lack of opportunity for professional growth and development, which included lack of opportunity to use nursing skills and knowledge, lack of further chances for continuing and academic education, and lack of respect and recognition for outstanding performance of duty. Twenty percent of the nurses stated that their reason for dissatisfaction was the powerlessness of the department of nursing administration to establish and enforce policies for professional nurses. Another 16 percent stated that salary was their main reason for dissatisfaction.

The point of this study was that 76 percent, or three out of every four of these nurses, cited reasons for dissatisfaction which had nothing to do directly with their salaries.

Similar results were revealed in several studies completed by USAREC's Recruiting Operations, Army Nurse Corps Division. A recent study of nurses who attended the last three officer basic orientation courses revealed that 56 percent cited opportunities for professional growth and career development as their main reason for joining; 16 percent stated their reason as pay/benefits including salary, job security and retirement; and 14 percent joined because of opportunities for travel and adventure.

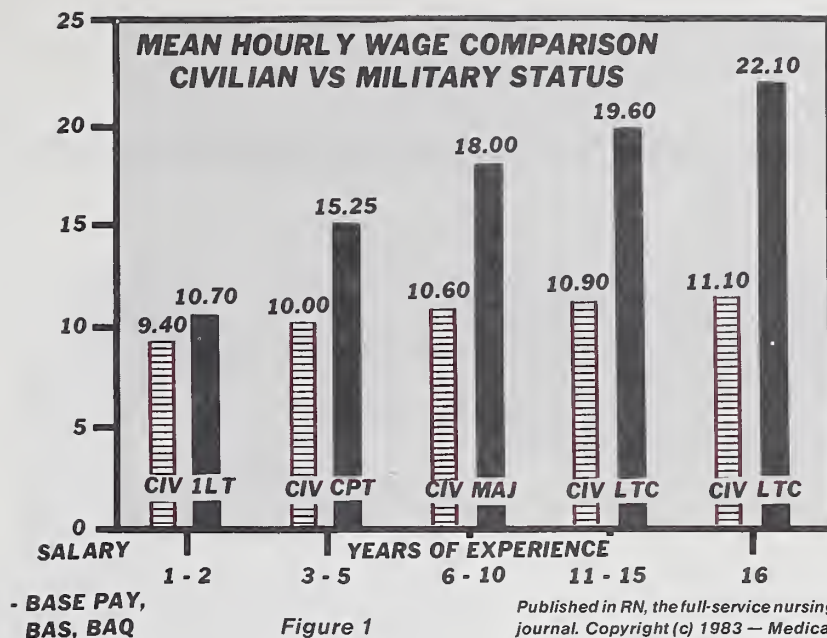


Figure 1

Salary is neither a primary reason for dissatisfaction nor a primary rationale for joining the Army Nurse Corps.

The significant conclusion drawn from this study was that nearly three of every four of these nurses joined the Army for reasons other than salary. They perceived that the Army had the opportunities they were seeking.

Since salaries are not a motivation for most professional nurses to join the Army, nurse recruiting personnel should broach the subject cautiously and, when they do, they should be knowledgeable about the subject. In this regard, two significant pieces of information will assist recruiters in devising ways to approach salaries when they are prospecting and when they are in sales discussions.

The first is that the average salary for beginning nurses in the Army (second lieutenant) falls below that of most beginning nurses in all regions of the United States, according to a recent study by RN Magazine which investigated average hourly salaries being paid to nurses by region in 1983.

However, when recruiters approach the subject of salaries, they should also be aware of the comparative

analysis of civilian and Army nurses' salaries based on years of experience. Findings of such an analysis reveal the following significant results:

- There are no significant differences in the salaries of civilian and Army nurses who both have one to two years of experience.

- There are significant differences in the salaries of civilian nurses and their Army nurse counterparts with three to five years of experience who would have advanced to the rank of captain.

- Experience counts for less in civilian nurse salaries.

- Army nurse salaries increase as more experience is gained.

- The Army nurse with more than 15 years of experience earns nearly twice the salary of the civilian nurse counterpart.

With this background knowledge of nurses' rationale for joining the Army and of nurse salaries, recruiters should be better prepared to approach selling salaries to professional nurses.

The main principle in approaching

salary sales is to listen to what the nurse desires. If the nurse lists salary as the main reason for seeking Army opportunities, then salaries should become the initial topic of discussion, and the recruiter should recall the analysis of salaries based on years of experience. However, the nurse recruiter may anticipate that this will not be the nurse's initial concern.

Therefore, there will be an opportunity to explain the key selling points in Army nursing. Some of these are status of an Army officer, ability to use skills learned, advancement via continuing and graduate education, and further benefits of travel and service to country. Afterward, the subject of salary and benefits may be introduced and other information provided in detail.

Selling salary to nurses may differ depending on whether or not the applicant is interested in the Regular Army or the Army Reserve. The key idea for salary discussions with the nurse desiring to enter active duty should be that the ANC has the opportunities

which nurses are seeking and that it also offers good salaries. The remainder of the presentation may center around showing examples of salary and benefits, scales and increases over a four-year period. The nurse recruiter should be aware that nursing students are fearful of long-term goals. The use of a salary schedule as shown in Figure 2, along with USAREC FM 646D, Army Nursing Option Display Sheet, will be the most beneficial to give to the applicant so that Army nurse salaries may be compared with other available job opportunities.

The prospective nurse applicant for the Army Reserve is primarily seeking a supplementary income and a retirement plan. A salary schedule (Figure 3) may be given to the applicant and a discussion of the Army's retirement plan for the Reserve may also ensue. Emphasis in all prospect interviews should remain upon listening to what the nurse desires, then selling the Army and Army nursing opportunities.

SUMMARY

The Army Nurse Corps has many opportunities which civilian nurses are seeking. This fact has been demonstrated clearly by research and analysis. Nurse recruiting personnel must be well informed about these opportunities as well as about the differences in salaries and benefits. When selling salaries, the key idea should be that the Army is willing to pay good salaries for those diversified opportunities which nurses find important, both in the Regular Army and in the Army Reserve.



Regular Army MILITARY SALARY SCHEDULE¹ - EFFECTIVE 1 JANUARY 1984

Grade/ Yrs of Svc	Base Pay	Non-Taxable BAS QTRS	Income (W/O Dep)	(BAS&QTRS) QTRS (W/Dep)	Yearly Total W/O Dep	W/Dep
2LT (New Grad)	1143	102.10	233	302	17731	18570
1LT*	1316	102	298	376	20593	21536
1LT (Over 2)	1438	102	298	376	22048	22991
1LT (Over 3)	1727	102	298	376	25522	26465
CPT**	1804	102	343	423	26987	27948
CPT (Over 4)	1997	102	343	423	29294	30256

Total Pay Increase: First three (3) years - \$7790(W/O Dep), \$7895(W/Dep)
First four (4) years - \$11563(W/O Dep), \$11686(W/Dep)

¹ Rounded to nearest dollar

Additional Benefits:

- Advanced and continuing education opportunities.
- Variable housing allowance (VHA) for high cost residence areas.
- Medical and dental care.
- Post exchange (PX) and commissary privileges.
- No loss of seniority when changing geographical location.
- Low-cost life insurance.
- Travel opportunities.

* Promotion to 1LT AFTER 18 months of service
** Promotion to CPT after 42 months of service

Figure 2

USAR PAY CHART¹ A/O 1 JAN 84

	Multiple Unit Training Assemblies (MUTA)	X 12 MUTA'S	Annual W/O Deps	Training (AT) With/Deps	Annual W/O	Salary With
2LT (Less than 2 Years)	152	1829	739	774	2568	2603
2LT (Over 2 Years)	159	1904	762	797	2665	2701
1LT (Over 3 Years)	230	2763	1063	1103	3827	3866
1LT (Over 4 Years)	238	2856	1093	1132	3949	3988
CPT (Over 4 Years)	266	3194	1221	1261	4415	4455
CPT (Over 6 Years)	279	3347	1268	1308	4615	4655

1. Rounded to nearest dollar

Additional Benefits:

- * Uniform allowance after 14 drills.
- * Uniform allowance every 4 years.
- * Post exchange and commissary privileges while on active duty.
- * Use of Post recreational facilities while on active duty.
- * Opportunity to make professional contacts.

Figure 3

A BOARD

*by Janet Ross Klippstein
Portland Recruiting Battalion*

Portland Recruiting Battalion has developed a new recruiter evaluation board. Rather than simply being interviewed by a panel, new recruiters in the Portland Battalion perform tasks and receive feedback from an evaluation board consisting of the command sergeant major, senior professional development NCO, and company PDNCO. The battalion and company commanders and recruiting first sergeants sit in occasionally. The board evaluates each new recruiter three times at the battalion headquarters: at the end of 60 days, after four months, and during the eighth month.

Each of these evaluations follows a similar format, except that during the first board, recruiters follow applicants through the MEPS. This familiarizes recruiters with the process so they can inform their applicants about what to expect, and so they can recognize problem areas in processing and try to make it run as smoothly as possible.



Portland's Master Sgt. Joe Smith instructs new recruiter Staff Sgt. A. J. Metcalf to perform a task on the JOIN.

During each board evaluation, the professional development team reviews new recruiters' high school list status, Armed Forces Vocational Aptitude Battery testing schedule, 200 card file, Mandex, lead refinement list and high school folders. This is not an inspection; it is a check for training deficiencies. The recruiting basic management system critique offers suggestions for improvement.

Transitional training and evaluation booklets are also reviewed for completeness and, if time permits, briefings are conducted so booklets can be filled-in where sections are missing or incomplete.

Also included in each of the three board evaluations are a one-on-one interview regarding quality of life programs, an enlistment standards briefing and a diagnostic test. The test is changed for each board to see if information put through the chain of command is getting to the new recruiter. Each test is usually limited to 30 areas of current concern and staff input, and includes such things as


A task-oriented program has improved Portland's new recruiter evaluation system.

forms, supply, advertising, management and prospecting tools. Because the tests are designed to reflect changes in the recruiting program, future tests will concentrate on JOIN. Portland Battalion stations are scheduled to receive their JOIN equipment in June.

Finally, each board evaluates new recruiters in their performance of recruiting tasks. The recruiters demonstrate how to fill out a 200 card, make a prospecting telephone call, code an LRL, and other recruiting tasks.

Portland Battalion views this type of evaluation as a vehicle for transmitting information to the field. If there are problems in the field, the tasks can be modified to concentrate in those areas and let the recruiter figure out the correct procedures or devise ways to deal with the problem through role playing.

Upon completion of all briefings, interviews and tasks, the group being evaluated is critiqued by the board. Usually there is an average of about 20 recruiters in one stage or another of the evaluation process at any given time.

The change from a panel interview format to a working evaluation with feedback in a non-threatening environment has improved the effectiveness of Portland Battalion's new recruiter evaluation program, and it has been adopted by some of the other battalions in the 6th Recruiting Brigade. 



Sales promotion events help recruiters target special interest groups.

by Claudia Beach
USAREC A&SP

As a recruiting tool, sales promotions provide a means for indirectly approaching students, faculty members, administrators and community influencers. A recruiter can indirectly influence with something targeted at a special personal or professional interest, pique curiosity and get around biases.

To this end, several national Regular Army and Army Reserve programs are being conducted this fiscal year. Also, a digest of successful localized promotion ideas — the Promotional Idea Exchange — became available in March. But, more about that later.

The promotions with national scope are soccer, Olympics, "Choices," "The Career Game," and USAR Scholar Athlete.

SOCCKER

Soccer is the fastest growing sport in the United States. Four years ago, 3

million students were playing soccer in community youth leagues through high school and college varsity level. By the end of 1983 that number had grown to 8.5 million. This signaled a new frontier for Army sports promotions.

There are three separate Army promotions under this generic title — Soccer Most Valuable Player Award, soccer clinics and soccer films. Though they are inter-dependent, each provides opportunities for recruiters to make contacts in schools and communities.

The Soccer MVP Awards, a handsome lucite trophy, are presented to senior soccer players selected by their coaches. Direct mail packets have been sent to 22,000 high school coaches. This approach has not cut the recruiter out, though. The mailings may have missed smaller schools with soccer programs and community soccer clubs and leagues.

To make the most of this promotion, recruiters are encouraged to contact soccer coaches who are unfamiliar with the award, or to renew and strengthen their relationship with the coaches who received the mailing.

The program culminates with the recruiter presenting the award at a school assembly or sports award banquet. The assembly gives the recruiter broader audience recognition; the banquet provides a social setting more conducive to cultivating potential prospects and influencers.

Soccer clinics are more regionally oriented, since driving distance to the sites is a limiting factor. Even so, since the spring of 1983, 10 clinics have attracted more than 2,900 high school players and coaches. New Jersey, New York, Washington and Colorado are only a few of the sites.

Four have been conducted this spring with five more to follow in the fall. (See chart for fall clinic sites and dates.)

Clinicians are top regional coaches selected by the National Soccer Coaches Association of America (NSCAA). The clinics last one day and are offered free to coaches and players.

Recruiters can capitalize on the clinics by contacting soccer coaches at the schools and leagues and informing them of this instructional opportunity. Experience shows that coaches enjoy this chance to learn new playing and coaching techniques and to brush up at a "hands on" teaching clinic.

Recruiters in the immediate site area should take RPIs to the clinic and be available to answer questions about the Army College Fund and the Army in general.

Getting to know the clinicians is an added bonus. Without exception they have endorsed the Army College Fund and can be valuable in making referrals and providing other support for the recruiters' effort within their communities.

To reinforce the contacts made before and during the clinics, the recruiter is provided certificates of participation for each player who attended the clinic. Ideally, these should be presented at the school during a practice or even at a game.

Soccer films were produced and distributed in 1981 — "Basic Soccer Instruction" — and 1983 — "Advanced Soccer Instruction" — for loan to schools and soccer leagues through recruiters. Recruiters can get the films from the battalion A&SP shops.

Ricky Davis, with the New York Cosmos when the films were produced, is featured in both films, along with other American professional soccer players. At the conclusion of the "advanced" film, he delivers a two-minute talk about the Army College Fund.

To help promote the films, a flyer was developed. It describes both films and invites coaches to contact recruiters for information on obtaining the

loan of the films.

The flyers were included in spring soccer MVP and spring soccer clinic direct mail packages to 11,000 schools. Supplies were also sent to battalion A&SP shops for distribution to recruiters.

The flyers provide another opportunity for recruiters to visit coaches and strengthen their relationships. For recruiters in soccer clinic site areas, the films are a valuable follow-up to the clinic.

OLYMPICS

Several soldiers are expected to make the Olympic team and participate in the Summer Olympic games in Los Angeles. This lends itself to two promotional efforts: the Olympic poster and Army Olympian media tours.

Olympic posters were developed and distributed directly to more than 13,000 high schools at the end of January. The four-color poster features the Modern Pentathlon and traces highlights of Olympic history from ancient to modern times.

The posters were accompanied by a teacher's package aimed at social studies instructors. Included in the package are thought-provoking discussion questions about past Olympic games and their political backdrops.

Olympic media tours, featuring soldier athletes who are potential members of the US Olympic team, began in March and will extend through May. The athletes returned to their hometowns, or large cities near them, and are talking to newspaper, radio and television reporters, and high school audiences about the Army and the Olympics. Spec. 4 Dale Brynstad (RA, modern pentathlon), Spec. 4 Vesco Bradley (RA, track) and Spec. 5 Ruby Fox (USAR, marksmanship), are a few of the athletes whose training schedules allowed them to make a tour.

1984 Soccer Clinics

25 August	Milwaukee, Wis.
16 September	Dayton, Ohio
22 September	CW Post College (Long Island, N.Y.)
7 October	Univ. Of Hartford, Conn.
17 November	Univ. of Tampa, Fla.

Although recruiters may not be actively involved in these activities, the good feeling and interest the Olympians create are there. Opportunities are limited only by the recruiters' initiative and ingenuity.

CHOICES

"Choices," the four-page tabloid newspaper with information about Army options, was distributed to high school shop teachers and guidance

counselors in March. This year, more than 12,750 schools and each recruiting station received 100 copies.

The new edition has more action photos and articles about Army career fields, Army College Fund, Ranger training and Army Olympians. A box on the back page was available to be stamped with the recruiter's name and station address.

Unlike the soft-sell nature of the Olympic and soccer promotions, "Choices" can be integrated into the recruiter's sales presentation, used as an RPI and be given to influencers.

"THE CAREER GAME"

"The Career Game" is primarily used as a vehicle to get recruiters into hard-to-penetrate schools, or schools in which they are having production problems. Another soft-sell approach, it is a multi-media show presented to high school assemblies by an actor. The show appeals to the students because it challenges them to assess their capabilities as a step toward making a career decision.

By the end of May, "The Career Game" will have been presented in 660 high schools to an audience approaching a half million students in 36 battalion areas.

There are many recruiting opportunities inherent in this program, despite the soft-sell approach and low level of Army presence. The actor highlights the Army's sponsorship at two points in the presentation.

"Career Game" quiz booklets are given to the students in support of the ideas presented on the stage. Information about the Army College Fund, a teaser about the ASVAB, and the REACT phone number are printed on the inside and outside back covers of the booklet, which the school's recruiter delivers before each presentation.

There are also college fund T-shirts, brought by recruiters, which are handed out to the student stagehands.

Reports indicate the majority of faculty members are impressed with the show and approach the recruiter afterward. This goes for the students, too. In some instances recruiters have received senior lists from the schools after a "Career Game" presentation.

Letters from schools which have viewed the "Career Game" indicate that 90 percent of faculty and administration appreciate the Army's sponsorship of this educational program which supports their own curriculum.

THE USAR SCHOLAR ATHLETE PROGRAM

The program began three years ago and has grown each year. Last year more than 12,000 awards were presented to high school seniors who demonstrated excellence in both academics and athletics.

The gist of the program is this: Faculty members select a male and/or a female scholar/athlete, based on the rules accompanying the selection form.

When the selections arrive at the award center, they are mailed to the respective battalions, and the awards are presented at the schools' award ceremonies.

Recruiting opportunities are built into the beginning of the program and at the end. Depending on the recruiter, and the relationship with the various schools, other opportunities may exist. At the least, recruiters should canvass their schools as soon as supplies of the nomination forms arrive at the recruiting station. Though direct mail packages are mailed to athletic directors, school superintendents and principals at more than 16,000 schools, no mailing list is perfect.

Once recruiters receive the medalions, arrangements for presenting the awards must be made with the schools. This contact, and the award ceremonies, provide many opportunities for recruiters to talk with prospects and influencers.

By capitalizing on sales promotions, recruiters should be able to penetrate any high school.

PROMOTIONAL IDEA EXCHANGE (PIE)

As mentioned earlier, this is a digest of promotional ideas developed at local levels across the country. Each promotion has been tried and proven successful in its locale.

The who, what, where, when, why and how of each program is detailed in this 55-page looseleaf notebook. PIE was distributed to recruiters in February. It will be updated at intervals as new programs are written and submitted. Recruiters who have developed successful local promotions are encouraged to share them with colleagues through PIE.

The indirect method is often the only way to approach the target audience. By capitalizing on the sales promotions available, an Army recruiter should be better prepared to penetrate any high school.



ASVAB



The use of ASVAB as a tool is well known to field recruiters.

Recently Boston MEPs, aided by Army recruiters from Tewksbury Company, Boston Recruiting Battalion; soldiers of the 39th Engineer Battalion from Fort Devens; Massachusetts National Guard recruiters

and recruiters from other services, tested approximately 1,400 students of Lowell High School, Lowell, Mass.

While the numbers tested were significant, the fact that this was the third time the school has tested indicates that the ASVAB as a tool is well used in Lowell.

EXHIBITS

Staff Sgt. Darrell Cochran
Recruiting Support Center

Army recruiters obtain leads in a variety of ways. They spend hours on the telephone and on the road, visit high schools and homes, and tell the Army story to prospects in the recruiting stations.

It would be difficult — if not impossible — for any recruiter to get his leads without using all the available tools. Among these tools are the Recruiting Support Center's 16 touring exhibits, which are dedicated to helping local recruiters make contact with high school and college students in their respective areas.

These exhibits — eight cinema vans, six cinema pods, and two indoor modular walkaround exhibits — provide recruiters with a unique, effective means of making contact with groups of students.

The eight cinema vans are specially built, expandable semi-trailers designed as mobile theaters that seat up to 30 people. In these mobile theaters the Support Center's exhibit teams present one of three multi-image slide productions.

The vans are pulled by tractors with mounted generators which provide electrical power to operate the multi-image show and the vans' climate control systems. The theater atmosphere helps focus attention on the show and provides the recruiter with a forum for explaining enlistment options, answering questions and getting acquainted with a group of students.

Cinema pods are specially designed for indoor showings of the multi-image presentations. The pods may be set up in classrooms, auditoriums, gyms or other areas where students may be gathered. Audiences should be limited to 60 people at a time for optimum viewing.

Three multi-image presentations are currently available for display in the cinema vans and cinema pods. These fast-moving slide shows make use of six projectors and three screens.

The "Be All You Can Be" show is a 10½-minute presentation that highlights Army opportunities available to high school graduates and college students. The show presents a series of character sketches of soldiers and

"In Step With America," a 12-minute presentation, shows the contributions made by the Army throughout the history of America, from the Revolutionary War to the Space Age.

In addition to the vans and pods, the Support Center has two indoor modular exhibits, both titled "In Step With America." These identical displays are made up of six four-sided modules which mount backlit transparencies. One of the modules contains a slide show with taped narration.

"In Step With America" traces the Army's contributions to America's progress and development, illustrating the Army's historical leadership in the fields of education, engineering, exploration, medicine and science and technology. The display also includes a case containing original and reproduced items used by the Army during various periods of history.

The 16 touring exhibits are allocated to the brigades each January and June when the Support Center's operations officer meets with representatives of the brigades' Advertising and Sales Promotion offices. The brigades in

Support Center programs are designed to help local recruiters accomplish the mission.

shows what they have gained from the Army in educational benefits, training, experience and travel.

"Hut, 2, 3 . . ." is a 14-minute show which depicts the three-step process to becoming a soldier: enlistment in the Delayed Entry Program, basic training, and Advanced Individual Training. The show focuses on seven young men and women and traces their actual experiences through this sequential process from their first visit to a recruiter through their graduation from basic training and departure for their Advanced Individual Training stations.

turn distribute assigned exhibits to their battalions.

Recruiting companies are then requested to arrange specific sites and dates for exhibit visits. Once the sites are confirmed, the battalions pass their schedules back to the Center.

Local recruiters are the single most important link in this chain. Before a site can be considered firm, there are a few steps the recruiter must take to ensure a proposed site is suitable.

- First of all, the recruiter must visit the school to determine whether the proposed time and date of the exhibit visit is suitable to school offi-

cials. A visit is also the only sure way to learn whether there is sufficient space to set up the exhibit.

- Cinema vans require a level space 24 feet wide and 50 feet long. Asphalt, concrete or gravel parking areas are ideal. Unpaved areas are only suitable if they are dry and hard; it is better not to rely on such areas.

- Because a van comes with a self-contained generator which creates noise and fumes, it is important that the recruiter select a set-up area at least 40 feet away from school buildings. If the generator may not be used, there must be available an external hookup of 220 volts, 175 amps single phase. Each of the vans carry a 100-foot power cable for use in such situations.

- If the scheduled exhibit is a cinema pod or "In Step With America," the assigned recruiter must measure the doorways. Neither of these indoor displays will fit through a door that is less than 36 inches wide. If access doors have crash bars, measurements must take those bars into account.

- For a cinema pod, the actual exhibit area must be at least 14 feet wide, 20 feet deep, and 8 feet high. Pods require electrical circuits of 110-120 volts, 30 amps.

- "In Step With America" normally requires a 20 foot by 20 foot space; however, since the modules are on casters, the space may be varied somewhat. In any case, the display area must include walk around space. For power, the exhibit requires a circuit of 110 volts, 20 amps, and all outlets must be three-hole and grounded.

- Because of their size and weight, the cinema pod's components and "In Step With America" modules may not be moved up or down more than two or three steps.

- To get maximum return on the use of exhibits, recruiters should also take the time to arrange for class groups to see the exhibit.

A vital complement to the touring exhibit program is the national Total Army Involvement in Recruiting (TAIR)

program. It too is designed to assist recruiters in attracting prospects.

National TAIR assets are small teams of Army personnel from the major Army commands. These professionals, handpicked from among the best in their fields, visit thousands of schools and local events each year. They present technology workshops, skill clinics, concerts, drill demonstrations and assembly programs.

In addition to operating and maintaining the touring exhibits and coordinating national TAIR assets, the Center has developed a widespread program of field-based exhibits. Under this program, the Center periodically

These exhibits may be scheduled for other events when those activities do not conflict with the national convention schedule. The Support Center is responsible for shipping the exhibits, setting them up and taking them down.

The Center also provides consolidated, standardized audiovisual materials. These primarily take the form of single-projector slide shows with accompanying scripts and background material which are distributed to the battalions. These slide-and-talk kits are designed and produced in a way which allows local recruiters to tailor presentations to both target-age and influencer groups.



Slide shows with scripts give recruiters the opportunity to interact directly with their audiences. Here students ask questions about a slide presentation they have just viewed.

provides sets of graphics for use on displays which are owned by the battalions and companies. Graphics have already been produced and fielded on such subjects as the Army College Fund, civilian negotiable skills, service in Europe and basic training.

The Support Center also maintains in its inventory a number of exhibits for national conventions. These exhibits, with topics ranging from Army education benefits to the history of the Medal of Honor, are scheduled by the national convention manager, USAREC Advertising and Sales Promotion directorate.

Some of the topics of these kits already in the field are the total Army in the community, Army education, an overview of the Federal government, and a single-projector version of the "Hut, 2, 3 . . ." multi-image show.

Whatever form they may take, Support Center programs are designed to help local recruiters accomplish the mission — and recruiter feedback indicates they work.



Ed. Tours

*Recruiter Journal
Staff*

"Look. An ed. tour is an ed. tour is an ed. tour. By any other name they're all the same, right? Why all this rehash, review, repeat, reiterate?"

Try refresh. Most professional people attend periodic refresher conferences, meetings and courses in groups or individually. They recognize the need to refresh their attitudes, purposes, methods, effectiveness and evaluation techniques, and they recognize the value of exchanging both complaints and successful experiences with their peers.

A "refreshing" of education coordinators was one purpose of a conference hosted in February by USA-REC's Recruiting Operations Division. Education coordinators and command personnel exchanged ideas to refresh their perspective on several issues, including educator tours as a specific recruiter tool.

In fact, one observation was that educator tours as a specific recruiting tool was sometimes forgotten in the

hassle of planning, organizing and complying with regulations. All ed. tours share in common the single purpose of supporting the recruiting effort. They are designed to improve access to the high school market, and their objectives are to obtain directory information, improve recruiter access to schools and encourage ASVAB testing.

These are measurable objectives, which, it was observed, also seems to be forgotten when follow-up reports are due. Other benefits that accrue from ed. tours, such as changing attitudes and perceptions about Army opportunities and lifestyles and increasing general awareness of the Army as a modern organization, may benefit the recruiting effort, but are not measurable objectives and so are considered only in respect to their enhancement of the primary objectives.

Selecting participants to accomplish the primary objectives was discussed as an area of concern to the educators. Suggestions included ensuring that company commanders are involved in the selection of such key influencers as high school counselors, principals, superintendents; getting a good mix of people including some pro-Army, but mostly undecided influencers; and limiting participation to one tour every two years per individual and to one member of a family on each tour.

The problem of participant cancellations was approached, and suggestions to alleviate that problem centered around advanced planning according to a particular timeframe. It was suggested that to ensure participation of 25 educators, initial contact be made with 50 possible participants 60 days in advance and that a follow-up with hard reservations be made with 30

participants two weeks prior to the event. Ensuring that each participant receives an information packet 15 days in advance also helps prevent cancellations. The packet might include a tentative schedule of events, a list of all participants, information about the post to be visited and about the military in general, and a selection of Army RPIs and other educational materials.

Finally, in order to utilize ed. tours as a recruiter tool, specific messages that should be passed to the educator participants were discussed. Educators should, ideally, come away from a tour with the following messages:

- Today's Army is competent, well-trained and proud.
- Education and training opportunities in the Army are second to none.
- There is a considerable lack of information about Army opportunities in the high school. Recruiter access, release of directory information, and ASVAB testing will help get this information to students.
- The Army is a worthwhile choice that should be considered by all graduating seniors.
- The Army is genuinely interested in the welfare and development of its soldiers.

- The Army can be trusted with the life and welfare of your student and child.

A summary observation expressed during the conference was that if the purpose is kept clearly in mind, if soldiers are allowed to show and tell the Army story, and if contacts made from a tour are paid follow-up visits and sent personal letters of appreciation, accomplishment of the objectives should follow.



Tours are designed to improve access to the high school market.

Tour Checklist

by Harold Smith

Education Coordinator, Houston Rctg. Bn.

☐ A. Plan Ahead.

1. Determine where the tour is needed.
2. Start planning a year in advance for budget purposes.
3. Establish approximate tour dates.
4. Gather a tentative list of attendees, including escort.

☐ B. Contact servicing post.

1. Make initial contact 90 days in advance.
2. PAO is the place to start.
3. Establish an itinerary of events.

☐ C. Finalize list of attendees with commanders.

1. Make initial contact 60 days in advance.
2. Ensure that you utilize conversion data when you determine numbers.

☐ D. Coordinate housing and transportation requirements.

1. Make contact 30 days in advance.
2. Recruiters can provide transportation.
3. Rental vans are essential for after duty transport.
4. Do not leave participants alone after duty hours.

☐ E. Send out information packets (15 days in advance) to each applicant which includes:

1. A tentative schedule.
2. A list of all applicants.
3. Information on the post and the Army in general.
4. Army RPLs and other educational materials.

☐ F. At the initial gathering of participants:

1. Make introductions.
2. Discuss the purpose of the tour and go over the schedule.
3. Determine any special requirements.
4. Explain how finances will be handled.

☐ G. Upon completion of the tour and before departure, complete necessary paperwork.

1. Travel vouchers.
2. Tour evaluation.

☐ H. Utilize contacts made:

1. Send a personal letter of appreciation.
2. Follow up visits.

Hi Grad

by Capt. Bruce T. Palmatier
USAREC PAE

You remember PAE — the Program Analysis and Evaluation Division at USAREC? Sometimes called the “think tank,” one of PAE’s jobs is to collect and analyze data in order to anticipate problems that will affect recruiting — and then to design programs that will help recruiters overcome those problems.

One of the current challenges anticipated by PAE is the increase in mission numbers for I-III A high school diploma graduates (HSDG) at the same time that the HSDG market is shrinking. In other words, recruiters will be required, over the next decade, to enlist greater numbers of young people

from a smaller available market. That is a challenge.

To help solve it, PAE is developing a two-year College Recruiting Program that will assist recruiters with HSDG market expansion. The program was developed after data analysis indicated that not only does a sizeable two-year college market exist, but that the people in it are just what the Army needs most.

Among some of the facts which indicate availability and quality at public two-year colleges are these:

- The civilian labor market has expanded its density of college graduates since 1952, and requirements for college graduates in the labor force are expected to increase. This is an important selling point to two-year college students, because the Army can provide skills and employment to people without degrees, and it can offer education incentives for people who wish to complete college.

- While total enrollment for four-year colleges and private two-year colleges will remain almost constant through 1990, enrollment will increase for public two-year colleges. The target market, therefore, should be the public two-year college.

- The USAREC high school recruiting program is expected to come under increasing pressure through 1990, as colleges and universities promote their programs more aggressively in the high school in order to maintain enrollments. USAREC plans to maintain its status in the high schools, but it has essentially reached the pinnacle of high school strategy. Now it is time to develop new markets.

- A 1983 study by Rand Corporation shows that the profile of two-year college students is very similar to the Army’s quality grad senior market. The majority of the junior college students were 18-21 years of age, ranked in the 1st and 2d quartile mental

ability scales; were high school grads; had completed 12-14 years of education; were single from families with annual incomes of between \$15,000 and \$30,000, and were employed part-time. This market contains the kind of people the Army is seeking.

- Many of these students will be difficult to locate without prospecting on campus. There is need for development of an aggressive recruiting campaign on two-year college campuses, and prime contacts for recruiters should be campus placement offices.

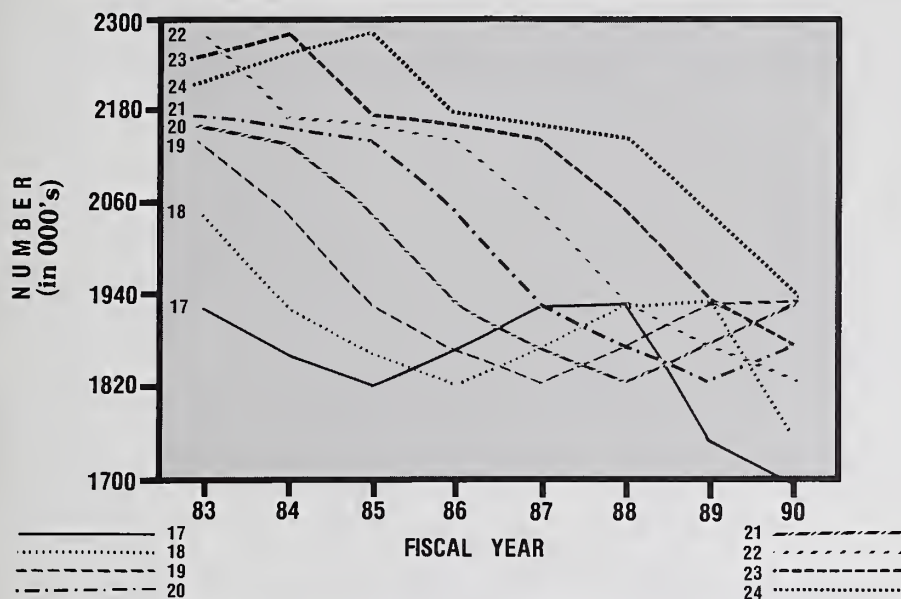
- A 1983 study by the Institute of Social Science Research, University of California, Los Angeles, indicates that the pool of candidates who would be open to a military career is much larger in colleges than the proportion of students who indicated they might join, and that one student in 10 is a possible candidate for enrollment in a ROTC/OCS program. The pool of available candidates could be plumbed with the right recruitment incentives and strategies.

- The Institute’s study summarizes students’ rank ordering of ideal job characteristics as job security and personal responsibility highest. These job characteristics are consistent with a military career, and these students are therefore prime candidates for enlistment.

It’s not enough, however, just to find a market, point the recruiter, and say “Go!” A great many details have to be worked out, not the least of which are the ground rules for working this new market.

Some veteran recruiters will remember an earlier college program. The ground rules then didn’t help overcome many of the objections and problems from the field, among which were: 1) The perception (real or imagined) that the “college recruiter is working part of my market, and why should I refer my market to him?” 2)

POPULATION PROJECTIONS BY AGE THROUGH FY90



Recruiters will be required to enlist greater numbers of young people from a smaller available market.

The assignment of one recruiter per company, which wasn't enough to do justice to the market that was there.

Project Hi Grad, to begin in FY 85, is designed to overcome earlier college problems. It will focus on the two-year college market because the students there are already learning many of the skills we need and, furthermore, we already have many incentives and programs that, with minor or no alterations, could be most attractive to the two-year college market.

Some smart two-year college graduates, for example, could take advantage of a "double-barreled" offer. They could pay off an existing college loan through the Loan Repayment Program, and simultaneously be earning money to complete a four-year degree.

But just how is Hi Grad envisioned, and how does it differ from the previous two-year college program? The program will encompass the following:

1. Cooperation between the target institutions and the recruiter, emphasizing

sizing financial support for students, jobs to graduates for which they have been trained, and financial support to complete a bachelor's degree.

2. Modification of the incentive structure of recruiters to motivate the recruiter into this market.

3. Selection and training of recruiters for the target market.

4. Use of targeted media campaigns.

5. Recognition of the two-year college market and integration into the RZA process. Recruiters will work both markets.

The program is long-range in nature and designed to facilitate steady growth in the HSDG I-III A market. It will complement the high school programs, stimulate greater penetration in to the HSDG I-III A market and reduce impact of the declining population age 17-21. The program will target two-year college students: 1 million military eligible males, distributed across the U. S. with a profile of GSM I-III A.

Recruiters can't operate in two-year colleges the same way they are trained to work in high schools. For example, they're not usually successful trying to recruit from the college student union. What this means is that a training program is necessary to educate the recruiter in the areas of understanding the market and understanding how best to penetrate it.

One place to start is to train recruiters to interface effectively with the placement directors, because they specialize in helping students obtain employment. Our competitors in this market include major corporations and companies, and we'll have to be just as sharp, and our offers will have to be just as competitive, as theirs.

The sum of the Hi Grad program is that recruiters with a two-year college in their zone become "Hi Grad Recruiters." The challenges become more diversified, and to support recruiters better, we'll target training and we'll remove many of the barriers to aggressive, competitive recruiting. We did it before in the high school market. We can do it again in the two-year college market.



At a recent DEP function, Pvt. 1 Brian W. Graves practiced his skill at pushups while recruiters and other DEPs looked on.

"IF THESE KIDS HAVE ONE FEAR ABOUT JOINING THE ARMY, then it has to be basic training and the drill sergeant," said **Sgt. 1st Class Larry Armstrong**, Army Reserve recruiter in Paducah, Ky.

To help allay that fear and prepare DEPs for basic training, two Army Reserve drill sergeants have been helping recruiters in Jackson, Tenn., and Paducah, Ky. **Staff Sgt. Gary W. Atkerson** and **Sgt. 1st Class Rocky R. Shapla** speak at DEP functions and answer questions DEPs have about basic training, such as what physical training requirements are involved, what kind of pajamas they can take, and what is done about hair, makeup and pushups.

"These guys really lay it on the line and tell the DEPs what will be expected of them," said **Sgt. 1st Class Glenn Jobe**, recruiter at the Jackson, Tenn., recruiting station. "Not only did they alleviate some of the DEPs' fears, but because of the them I have gotten two enlistments and three very strong applicants for the Army." (Melanie McNutt, Jackson Rctg Bn).

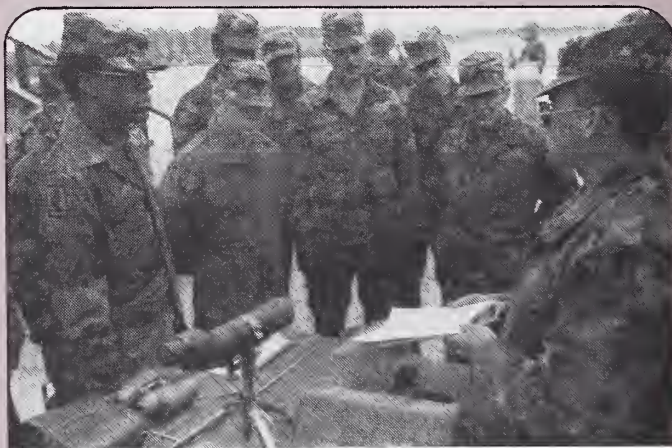
TAKING A CHANCE WITH A UNIQUE PROGRAM PAID OFF for **Staff Sgt. Greg Smith**, Daly City Recruiting Station, Daly City, Calif. He arranged for **Pvt. Kathy Haug**, a Reservist with the 341st Military Police Company, to come on active duty for 10 days and talk to high school students about the Army Reserve.

"What better way to relate to students in my school about the Army Reserve than to have one of their former students tell her own story?" said Smith, who had never used the man day space program before.

During her two weeks of active duty, Haug talked with more than 300 students and produced 63 referrals.

"It was almost like a homecoming," she said. "I really enjoyed talking to my former teachers and friends I hadn't seen since I graduated. And I liked telling them about the Army Reserve." (Marcia Caron, San Francisco Rctg Bn).

"AT A CROWDED INTERSECTION, **Staff Sgt. John Patrick Boyce, Jr.,** was the only person willing to take the risk and get involved," said **Col. Norman E. Jarock**, Commander of the 4th Recruiting Brigade (Midwest), when he presented the Soldier's Medal to recruiter Boyce. Boyce is credited with rescuing three people from the burning wreckage of an automobile that had collided with a train. (Douglas Smith, Chicago Rctg Bn).



Staff Sgt. Edward Marchinsky, (right) a basic rifle marksmanship instructor at Fort Jackson, S.C., discussed zero fire scoring techniques with Command Sgt. Major Tommie Abner, Hqs., U.S. Army Recruiting Command and other senior enlisted men representing recruiting battalions in the southeast.

The Sergeants Major Conference hosted by Columbia Battalion included a first-hand look at reception and basic training at Fort Jackson and a discussion of how recruiters and trainers can smooth the entry of new soldiers into the Army. (Sgt. 1st Class Charles Drake, Columbia Rctg Bn).



Members of the 14th Army Band combo visited Jacksonville Recruiting Battalion and let their instruments do the selling to high school and college band members.

WHEN IT COMES TO RECRUITING FOR THE BANDS, the Army blows its own horn.

Each year, dozens of young musicians from high schools and colleges across northern Florida and southeastern Georgia head for the Armed Forces School of Music in Virginia. They represent the end result of a process of recruiting that began with a visit to their schools by members of the 14th Army Band, based at Fort McClellan, Ala.

Under the direction of the band's commander, **Chief Warrant Officer Thomas Palmatier**, four musicians recently toured the Jacksonville Recruiting Battalion. Their 45-minute presentation at each of the schools they visited brought cheers and applause from the student musicians.

Following the musical presentation, Palmatier briefed students on the opportunities available to musicians in the Army, including travel, the chance to pursue a career in music, training available, and the need for musicians in several key specialties. (Bob Lessels, Jacksonville Rctg Bn).

A FORMER PITCHER WITH THE CLEVELAND INDIANS, Gerald "Stutz" Stutzriem, has joined the Army.

When he graduated from high school in 1978, Stutz had 162 full-scholarship offers, but decided to sign with the Indians rather than go to college.

When his arm gave out two years later, the Indians released him and Stutz returned to his home in Country Club Hills, Ill. to work as a landscaper.

"Now that I'm out of baseball, I can't just sit back and dream about it," Stutz said. "I've got to go out and make something happen."

To make "something happen" Stutz enlisted for field artillery training and plans to make a career out of the Army. Meanwhile, he has a chance to be a player-coach with the All-Army baseball team. (Leonard J. Busen, Chicago Rctg Bn).

IT WAS A CAPITAL IDEA. Sgt. 1st Class Jackie R. Pike, commander of the Smithfield, N.C., recruiting station, wanted to present "Capitol flags" to two of his hard-to-penetrate schools.

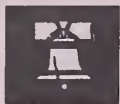
Pike contacted Raleigh Recruiting Battalion's A&SP section, who requested and received flags from **Senator Jesse Helms**.

The flags, which had flown over the U.S. Capitol on July 4, 1983, were presented to the principal of South Johnston High School and to the student council president at North Johnston High School.

Presentation of the flags also served as an opportunity to discuss the value of the ASVAB as a guidance tool. (Pamela Johns, Raleigh Rctg Bn).



Sgt. 1st Class Jackie R. Pike, (left) Smithfield station commander, and Staff Sgt. Michael E. Jacobs, USAR recruiter, present a Capitol flag to Gregory Hinnant, president of the North Johnston, N.C., high school student council.



Pvt. 2 Claire F. McCann was featured in the Recruiting Support Center's multi-image show "Hut, 2, 3 . . ."

"STUDENTS OFTEN ASK WHETHER THE SOLDIERS DEPICTED IN OUR SHOWS ARE REAL. There's no doubt now in Dover, Del.," said **Sgt. 1st Class Jesse Thigpen**, chief of the Support Center's Cinema Van 5.

Pvt. 2 Claire F. McCann, a graduate of Dover High School, has a starring role in the Support Center's "Hut 2, 3 . . ." slide show. She was filmed and interviewed with her recruiter, **Staff Sgt. Ronney Bythwood**; at the station; at home with her mother; and at the Baltimore MEPS. Later the Center's photo-concepts team filmed McCann finishing basic training at Fort Jackson, S.C.

Dover audiences recognize their alumna and can see for themselves how one of their own made the transition from high school grad to a confident and enthusiastic trainee and a proud graduate of Army basic training.

"The impact of seeing a popular member of the student body making that transition adds to the acceptance of our exhibit and the credibility of what the recruiter is saying," said Thigpen. (George L. Staten, Recruiting Support Center).

PROVIDING EDUCATORS WITH A REVIEW OF ARMY TRAINING and technologies was the primary purpose of an educator tour sponsored jointly by the Oklahoma City and Houston Recruiting Battalions.

Eighteen Oklahoma and Texas educators toured Fort Bliss, Texas, together to increase their understanding about the Army. They attended briefings on major commands located at Fort Bliss, viewed weaponry displays, observed training, visited museums, and dined with the troops. The educators also toured the Sergeants Major Academy and the William Beaumont Medical facility.

One educator summarized the effect of the tour when she said, "After I returned home, I felt better informed about the Army and better able to help my students in their decision-making." (Debbie Gardner, Oklahoma City Rctg Bn).



Educators from Texas and Oklahoma tour Fort Bliss.



Pvt. 1 Sharon Brooks, DEP from Arlington, Mass., gets a bird's eye view of the world from the top of an armored personnel carrier.

"IT SURE BEATS A GO-CART!" said Pvt. 1 Sharon Brooks, a DEP from Arlington, Mass., when she was given a ride in an armored personnel carrier (APC) recently.

Along with more than 60 other DEPs, Brooks was given an orientation briefing and hands-on tour of the facilities, equipment, weapons and mission of D Troop, 5th Cavalry, 187th Separate Infantry Bde., (USAR) at Fort Devens, Mass.

The awareness program is conducted monthly in coordination with various units, installations and Army activities in order to maintain the DEPs' interest in the Army and show them what the Army is all about. (Capt. R. L. Lane, 187th Sep Inf Bde).

RECENTLY TWO STUDENT NURSES GOT TO SEE HOW THE ARMY takes care of its own.

Under an independent study program through the Lancaster, Pa., General Hospital School of Nursing, **Kathy Gsell** and **Teresa Smith** spend three days a week at Fort Ritchie's Health Clinic.

The students have been so impressed with military nursing that they want to present a seminar about it to their classmates and are talking with a recruiter about requirements for enlisting. (Barbara Riley, Fort Ritchie, Md.)

LOOKING FOR A CAREER THAT IS MORE THAN JUST A JOB, Pvt. 1 Patricia Marten, otherwise known as beauty pageant winner "Miss Litchfield, Ill.," enlisted in the Army. Her recruiter, **Staff Sgt. Bob Burks** of the Litchfield, Ill., recruiting station, says she will enter active duty in September for training as a medical specialist.

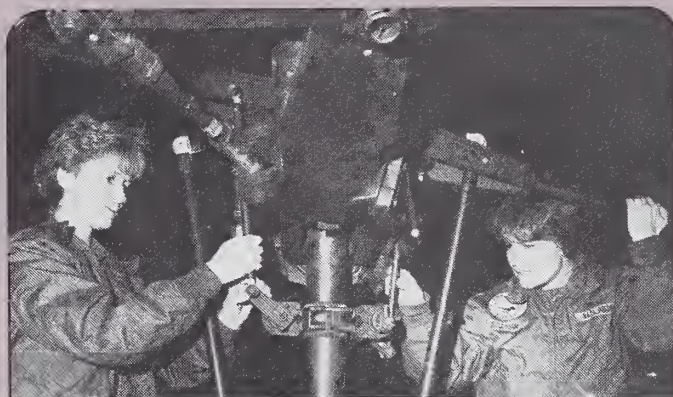
Marten and at least two other females in the DEP at

this time are a result of the JOIN demonstration at Litchfield High School," said Burks. He, **Staff Sgt. Harold Appelgate** and **Staff Sgt. Eddie Wyatt** have taken the JOIN system into several of their high schools to demonstrate the advances in equipment while making an Army sales pitch.

Students and counselors were so impressed that the recruiters have several good leads. In addition, other high school counselors have contacted the recruiting station to request a JOIN demonstration. (Marilyn Millikin, St. Louis Rctg. Bn).

"IT TAKES A SPECIAL 'BREED' OF NCO to enlist the caliber of individuals that fit into this new Army," said **Sergeant Major of the Army Glen Morrell** during his recent visit to Seattle Recruiting Battalion.

During his Pacific Northwest tour, Morrell spoke with the recruiting NCO field force, was a keynote speaker for the Seattle Chapter of Association of the United States Army, taped an interview with a Seattle television station, attended the Seattle Recruiting Battalion conference and annual awards banquet, met with I Corps and Fort Lewis, Wash., officials, and visited extensively with post troops. (Mary Hetzler, Seattle Rctg Bn).



The two UH-1 "Huey" pilots flight-checking their assigned helicopter for a Visual Flight Rules (VFR) night flight, are WO1 Nancy Albachten (left), of Detachment 1, 141st Support Battalion, and 1st Lt. Sheryl Rozman, Hq STARC-ORANG(-). They are Oregon Army Guard's only women pilots, and their recent flight together "may be the first time two women Guard pilots have flown together," according to Col. William Gottlieb, Army Aviation Support Facility commander for the Oregon Guard. (photo by Staff Sgt. Dail Adams, Oregon ANG).

Berlin Infantry training 'City Style'

*Story and photos by
Spec. 5 Mike Ward
Southern European Task Force
Public Affairs*

Normally they spend most of their time trudging through the cold, muddy training areas of Germany, but recently airborne infantrymen from the 4th Battalion (Airborne) 325th Infantry Regiment, Vicenza, Italy, got a taste of the city life.

Although Doughboy City, in Berlin, offered no wild discos or cozy gast-houses, it did provide the perfect atmosphere for urban operations and the paratroopers spent two weeks there learning to do just that.

Doughboy City is an uninhabited training area used every winter by the battalion during their military operations in urban terrain (MOUT) phase of the annual Berlin Brigade Exchange Training Program. During this training, exchange companies from the Berlin Brigade travel to Vicenza to undergo cold weather training at nearby Malga Coe, while the 4/325th trains in Doughboy City.

"We train at the Berlin MOUT site because there are very few areas like it in Europe where we can learn the techniques of city warfare," said Capt. Michael Horn, assistant operations officer for the 4/325th. "The small number of MOUT sites makes it difficult to schedule training exercises, because of the large number of other units training there. So the training exchange program was developed, which benefits both us and the Berlin Brigade," he said.

In Doughboy City the paratroopers were taught to attack from the perimeter, move tactically through the streets, attack buildings by entry through upper story windows, and clear buildings, floor by floor. The soldiers also learned defensive techniques including building various fighting positions in and around buildings. The use of booby traps, concertina wire and sand bags is also taught.

"At first a lot of us thought that fighting in a city would be easy," said Spec 4 Lee Barroll, a paratrooper from Co. B, 4/325th. "But we learned





what we were doing because there are so many places the enemy can hide."

One highlight of the training was a combined arms attack of the city, when tankers from the Berlin Brigade provided smoke cover for the infantrymen as they moved through the streets during an exercise.

"Working with the tankers was great because we learned how effective a combined arms attack could be," said Barroll. "The smoke cover allowed us to move through the streets undetected."

Other training included making Molotov Cocktails, throwing live hand grenades, conducting squad maneuvers through sewers, and training on an obstacle course where the soldiers encountered obstacles they might find in a city, including rooftops; high, narrow ledges, and a blacked out maze.

Approximately 500 soldiers from the 4/325th underwent MOUT training this year during the two month exchange period, and many of those airborne soldiers are not infantrymen.

"An important mission of any infantry battalion, including airborne, is to be able to fight and survive in an urban environment," said Horn. "And because we have cooks, medics and a host of other non-combat personnel assigned to the 4/325th, it's important that they go through the training too." 🇺🇸

Photos clockwise, are, opposite page, a 4/325th soldier rappels from a rooftop in Doughboy City. Above left, Pfc. Michael Watkins takes aim from the frozen ground during an assault on Doughboy City. Top right, Watkins waits as tankers from the Berlin Brigade prepare for a combined arms attack. Right, soldiers from the 4/325th demonstrate the team work required during an offensive attack.





The Top 56 Club

Each battalion has selected its best on-production Regular Army and Army Reserve recruiter for membership in the Commanding General's Top 56 Club. These recruiters have contributed significantly to mission accomplishment during

the first quarter FY84. The selection of these recruiters was based on competition at each battalion. Inquiries concerning these listings may be addressed to the USAREC Awards Branch or phone AV 459-3871; commercial (312) 926-3036.

Regular Army

ALBANY	SFC Clifford H. Prater	LOS ANGELES	SSG Billie Swain
ALBUQUERQUE	SSG Vincente M. Quidachay	LOUISVILLE	SGT Wayne A. Isgrigg
ATLANTA	SSG Joel E. Mitchell	MIAMI	SGT Waymond Arnett
BALT/WASH	SSG Brian W. Tarbox	MILWAUKEE	SSG Johnny Smith
BECKLEY	SFC David M. Long	MINNEAPOLIS	SSG Timothy P. Hawke
BOSTON	SSG Donald Mong	MONTGOMERY	SSG Alfred R. Beaver
CHARLOTTE	SFC David C. Gagnon	NASHVILLE	SSG Wagoner H. Bare, III
CHICAGO	SSG Nathen R. Warnock	NEWBURGH	SGT Ronald J. Cleveland
CINCINNATI	SSG Russell A. Shaw	NEW HAVEN	SSG Joseph Marcheggiani, III
CLEVELAND	SGT Librado Maldonado	NEW ORLEANS	SFC Harold D. Anderson
COLUMBIA	SSG Jesse L. Searbrooks	OMAHA	SSG James L. Booth
COLUMBUS	SSG Vincent Rutledge	OKLAHOMA CITY	SSG Jose L. Munoz
CONCORD	SFC James R. Gunderson	PEORIA	SSG Charles E. McCoy, Jr.
DALLAS	SSG Vernon E. Cullins	PHILADELPHIA	SSG Carlton Williams
DENVER	SSG Barry A. Sousie	PHOENIX	SSG Steven M. Walls
DES MOINES	SSG Michael Nation	PITTSBURGH	SSG Robert Holmes
DETROIT	SFC Mervin J. Hastings	PORTLAND	SSG Mark I. Gerry
FT. MONMOUTH	SFC Robert M. Rebeljo	RALEIGH	SGT Linda L. Reed
HARRISBURG	SSG Howard R. Wilson	RICHMOND	SSG Michael P. Hamilton
HONOLULU	SFC Atanacio U. Manibusan	SACRAMENTO	SSG Charles A. Havner, Jr.
HOUSTON	SSG David G. Canady	SALT LAKE CITY	SSG Thomas H. Mueller
INDIANAPOLIS	SFC Alfonso McDade, Sr.	ST. LOUIS	SFC Sidney E. Penman
JACKSON	SSG Earl D. Moorehead	SAN JUAN	SFC Jose A. Morell Jr.
JACKSONVILLE	SSG Donald E. Sanders	SAN ANTONIO	SSG Frederick A. Kibler
KANSAS CITY	SSG Eddie Wood	SAN FRANCISCO	SGT Jeffery L. Richards
LANSING	SGT Bruce E. Kauss	SANTA ANA	SSG Rickey Townsend
LITTLE ROCK	SSG Billy M. Jeffus	SEATTLE	SFC Terrence M. Beamish
LONG ISLAND	SSG Gregorio P. Gomez, Jr.	SYRACUSE	SFC Michael W. MacDonald

Army Reserve

ALBANY	SFC Richard W. Robinson	LOS ANGELES	SFC Paul Esler
ALBUQUERQUE	SSG Jorge R. Rascon	LOUISVILLE	GS7 Edgar E. Hopkins
ATLANTA	SFC Clinton Greer	MIAMI	GS7 Sam Campbell
BALT/WASH	SSG Lloyd A. Smith	MILWAUKEE	SSG Terry W. Halbrooks
BECKLEY	SSG Jack P. Parton	MINNEAPOLIS	GS7 Michael Olson
BOSTON	GS7 George Douglas	MONTGOMERY	SFC Robert K. Kennedy
CHARLOTTE	SFC Robert M. Swann	NASHVILLE	SSG Ronald J. Salem
CHICAGO	SSG Charlie F. Hill	NEWBURGH	SSG Steven J. McCarthy
CINCINNATI	SFC Walter Bradford	NEW HAVEN	SFC Herbert J. Sprague
CLEVELAND	SFC Marvin D. Hendershot	NEW ORLEANS	SGT Yolanda Smith
COLUMBIA	SFC Gary R. Cooper	OMAHA	SGT Terry M. Patzner
COLUMBUS	SSG Ronnie R. Braham	OKLAHOMA CITY	SFC Francis Gorman
CONCORD	SFC Michael P. Bergeron	PEORIA	SFC Johnathan A. Neil
DALLAS	SFC Milton T. Dunn	PHILADELPHIA	SFC Derwood L. S. Clem
DENVER	SSG Cheryl M. Roush	PHOENIX	SFC Bernardo A. Sanfeliz
DES MOINES	SFC Kenneth Olsen	PITTSBURGH	SFC William Redman
DETROIT	SFC Roger D. Ferguson	PORTLAND	SSG Donald J. Devore
FT. MONMOUTH	SFC Donald U. Thelen	RALEIGH	SFC Carroll W. Hardy
HARRISBURG	SFC George F. Belawicz	RICHMOND	SFC George E. Price
HONOLULU	SSG Nishida Wellington	SACRAMENTO	SFC Sidney O. Maxwell, Jr.
HOUSTON	SFC Carolyn J. Duran	SALT LAKE CITY	SFC Robert P. Caruso
INDIANAPOLIS	SFC James R. Atwood	ST. LOUIS	GS7 Verlan P. Spacher
JACKSON	GS7 John T. Driver	SAN JUAN	SSG Hector Perez-Rivera
JACKSONVILLE	SFC Aloha O. Dixon	SAN ANTONIO	GS7 Michael Graham
KANSAS CITY	SFC Gale D. Kahler	SAN FRANCISCO	SFC Virginia A. Pearson
LANSING	SSG Alfred Padilla	SANTA ANA	SGT Sharon A. Guthrie
LITTLE ROCK	SFC Grover Newton Jr.	SEATTLE	SFC Michael L. Eichinger
LONG ISLAND	SFC Donald V. Hansen	SYRACUSE	SFC Ronald J. Root



Diagnostic Test

MAY 1984

1. List three techniques a recruiter may use in handling objections.
 - a.
 - b.
 - c.
2. Where do essential entries for the planning guide come from?
 - a. Daily/monthly suspenses and LRL
 - b. Station commander
 - c. Miscellaneous activities
 - d. All of the above
3. Which of the following activities should be included in the development of a time management plan?
 - a. Daily interface with the station commander
 - b. Confirmed appointments
 - c. Telephone prospecting
 - d. Planned follow-up activities from the LRL
 - e. All of the above
4. Entries of a general nature in the planning guide are the recruiter's personal methods of managing time and activities.
 - a. True _____ b. False _____
5. When a lead becomes a prospect, activities concerning the prospect will be annotated in the recruiter's planning guide.
 - a. True _____ b. False _____
6. A complete high school/college list must contain at least _____ percent of the class enrollment.
7. All levels of command determine if waiver request warrant favorable consideration through:
 - a. Questioning
 - b. Investigating
 - c. Counseling
 - d. Gathering proper documents
 - e. All of the above
8. Which of the following is not one of the basic recruiting tools?
 - a. Lead Refinement List
 - b. Operation and market map
 - c. Recruiting prospect card file
 - d. High school/college folder
9. Recruiters will maintain school folders containing recruiting plans for _____ months in advance.
10. The remarks section of USAREC Fm 446 series will be used for:
 - a. Company commander inspection results
 - b. Narrative of who, what, where and how activities were accomplished
 - c. Listing school visitation restrictions
 - d. None of the above
11. USAREC Fm 125 (COI/VIP Cards) will be screened by the station commander and recruiter on a _____ basis?
 - a. Yearly
 - b. Semiannual
 - c. Quarterly
 - d. Monthly
12. When USAR recruiting personnel are assigned to a recruiting station, RA recruiters will share access to all available LRL, to include ASVAB printouts.
 - a. True _____ b. False _____
13. Which of the following closing techniques would the recruiter use if he asked a prospect "Would you prefer to test Monday at 10 a.m. or would Wednesday at 7:30 a.m. be better?
 - a. The "challenge" close
 - b. The "third person" close
 - c. Two choice or double question close
 - d. The "answering objection" or "if" close
14. When a recruiter receives a REACT card he must screen the card against the recruiter card file and _____.
15. The first step in precall planning is:
 - a. Prepare your sales message
 - b. Prepare your request for an appointment
 - c. Identify yourself and the Army
 - d. Establish criteria for qualifying prospects
16. The JOIN sales presentation was developed to assist recruiters in:
 - a. Overcoming objections
 - b. Follow-up techniques
 - c. Effectively prospecting in the I-III A market
 - d. Accurately structuring the prospects expectations to the Army's opportunities
17. What action is the guidance counselor required to take when an applicant agrees to an MOS and option.
 - a. Show JOIN MOS segment (when available)
 - b. Have applicant read MOS description in DA Pam 351-4, DA Pam 611-7, and AR 611-201
 - c. Show JOIN MOS segment (when available) in lieu of reading DA Pam's 351-4, 611-7, and AR 611-201 and show video to support primary enlisted option.
18. The Production Management Sheet and Processing List (PL) is the basis for daily communication between the station commander and recruiter.
 - a. True _____ b. False _____
19. Primary functions of the DEP/AIADT Tracking Log for the station commander include:
 - a. Tracking the enlistment options/MOS of enlistees in delayed status.
 - b. Tracking enlistee follow-up during the delayed status.
 - c. Tracking the referrals provided by each individual in delayed status.
 - d. All of the above.
20. When prospects are removed from the PL and later revived and again placed on the PL the source of lead will be reflected as:
 - a. No source of lead is necessary.
 - b. Recruiter
 - c. Regenerated
 - d. Initial source of lead



Diagnostic Test

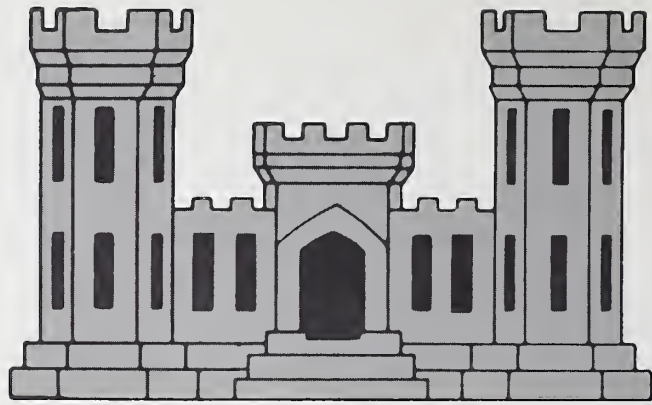
1. b - (AR 601-210, Table 9-6, Line 7(A)).
2. a - (USAREC Reg 350-7, Chap 2, Para 2-6(3)).
3. c - (USAREC Reg 350-7, Chap 2, Para 2-15(C)).
4. a - True - (USAREC Reg 350-7, Chap 2, Sec X, Para 2-28B).
5. c - (AR 601-20, Table 2-1 Rule D).
6. \$18,480 - (VEAP Textbook).
7. \$513.33 - (VEAP Textbok).
8. \$900 - (VEAP Textbook).
9. a - (Page 39, Para 1A, VEAP Textbook).
10. d - (USAREC Reg 350-7, Chap 3, Sec IV, Para 3-14).

April 1984 Answers

11. d - (USAREC Reg 350-7, Chap 2, Sec I, Para 2-6A(5)).
12. c - (USAREC Reg 350-7, Chap 2, Sec VI, Para 2-17C).
13. b - (USAREC Reg 350-7, Chap 3, Para 3-6A (7)).
14. d - (VEAP Textbook, Page 40).
15. b - (VEAP Textbook, Page 40).
16. b - (USAREC Pam 350-4, Page 8, Para 11 D).
17. d - (USAREC Pam 350-4, Page 16, Para 17B).
18. b - (USAREC Pam 350-3, Page 3).
19. c - (USAREC Pam 350-3, Page 49).
20. b - (USAREC Pam 350-3, Page A51).

MOS

12B



Combat Engineer

*Story by
Spec. 4 Debbie Drew
Photos by
Spec. 5 Russ Olson
Fort Leonard Wood PAO*

A mighty shove and the 15-man assault boat, used to train soldiers in MOS 12B, combat engineer, is on its way for a trip across the narrow Big Piney River and back to the training site on shore.

Learning about the boat is only one aspect of the challenging and physically demanding training would-be combat engineers receive during their 13-week One Station Unit Training, (OSUT) at Fort Leonard Wood, Mo., where all combat engineers are trained.

To qualify for training in MOS 12B, prospective engineers must be male, with a score of at least 85 in area CO, combat. Prior engineering experience is unnecessary.

After seven weeks of basic training, 12Bs participate in an Essayons ceremony, similar to a basic training graduation ceremony. Essayons is a French word meaning, "Let us try," the Corps of Engineers' motto. The ceremony is conducted by the students themselves, with permanent party cadre as spectators. The only exceptions are a host commander and a reviewing officer, who are the only non-students taking part in the ceremony.

The next six weeks are busy ones. The soldier first learns how to build non-explosive obstacles such as barbed wire barricades. He studies rigging, learning various knots and how to use pulleys. During this training, he helps build a three-rope bridge, using the knots he has been taught to tie.

The next subject is land mine warfare. The soldier is taught how to arm and disarm antitank and antipersonnel mines and is shown techniques used in mine detection.

The use of carpentry tools is the next subject taught. Every engineer squad and platoon has a tool box called the pioneer tool box. Besides carpentry tools the box contains other



During land mine warfare training, future 12Bs learn to arm and disarm antitank and antipersonnel mines. Here a student uncovers an antitank mine discovered during the detection portion of the training.



During "Engineer Week" engineer students learn to rappel. Rappelling is a skill each future engineer is required to master.

essential tools such as shovels, sledge hammers and axes. During this portion of training he is also taught the use of power tools.

Two days of demolition follow during which trainees learn to prime and detonate explosives. The training includes a demonstration of various special purpose demolitions such as a bangalore torpedo, used to create paths through wire obstacles and minefields. A week of training is devoted to float and fixed bridges.

A highlight of engineer training is a five-day, four-night tactical training field exercise called "Engineer Week." Soldiers learn team work in applying individual skills they've acquired to complete missions they will be required to perform as members of a combat engineer company.

During this week trainees install and remove minefields, construct wire obstacles and use explosives to create a road crater which is 30 feet long, 10 feet wide and eight feet deep. In combat situations, such craters are made to slow or stop enemy tanks. Trainees also learn to rappel during this week. Testing is held after each phase and at the end of the cycle.

Engineer units are located at installations throughout the United States

and overseas in Europe, Korea and Panama. Wherever there's an infantry unit, there's an engineer unit nearby.

Great care is required while handling explosives. Each prospective 12B must learn the techniques for handling explosives properly.



Advancement opportunities abound for combat engineers since it is a large career field, and noncommissioned officers are in demand.

As a permanent party member, the combat engineer participates in field training exercises to enable him to efficiently perform his mission. When not in the field, his specific job depends on the unit to which assigned. Combat engineers frequently help with post construction projects and spend a lot of time maintaining their equipment.

Once a year they are involved in the Army Training and Evaluation Program (ARTEP), a unit test to evaluate the unit's efficiency and effectiveness in completing its mission.

The combat engineer is a member of the combined arms team with the infantry, armor and artillery. Engineer units work closely with the front line units.

MOS 12B is a challenging and rewarding career field for soldiers who proudly wear the branch insignia of the combat engineer — the castle. 🏰

MOS 12B

UNIVERSITY OF FLORIDA



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FLARE

Combat Engineer